ELEMENTARY ENGLISH LANGUAGE ARTS – Supported Independence v1.5

Grade Span	Emerging	Attained	Surpassed
Elementary **General Statement**	Based on the *Supported Independence EGLCEs,*[1] a student who is **emerging toward the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Supported Independence EGLCEs,*[1] a student who **attained the performance standard** should typically, with moderate to minimal assistance, be able to…	Based on the *Supported Independence EGLCEs,*[1] a student who **surpassed the performance standard** should typically, with minimal to no assistance, be able to…
Elementary **Performance Level Descriptor**	**Accessing Information:** **Word Study** recognize a *few*: • frequently encountered/ personally meaningful words (e.g., name, address, family members) • functional words (e.g., exit, danger) • content area specific vocabulary demonstrate understanding of a *few* functional words/symbols (e.g., exit, danger).	**Accessing Information:** **Word Study** recognize *some*: • frequently encountered/ personally meaningful words (e.g., name, address, family members) • functional words (e.g., exit, danger) • content area specific vocabulary demonstrate understanding of *some* functional words/symbols (e.g., exit, danger).	**Accessing Information:** **Word Study** recognize *many*: • frequently encountered/ personally meaningful words (e.g., name, address, family members) • functional words (e.g., exit, danger) • content area specific vocabulary demonstrate understanding of *many* functional words/symbols (e.g., exit, danger).
	Accessing Information: **Comprehension** demonstrate *limited* understanding of narrative, informational, and functional texts (e.g., story elements, characters, major ideas, headings/subheadings). demonstrate *limited* ability to take part in an audience (e.g., active listening). follow *simple* directions to complete a task (e.g., completing assignments, locating instructional materials, preparing for dismissal).	**Accessing Information:** **Comprehension** demonstrate *basic* understanding of narrative, informational, and functional texts (e.g., story elements, characters, major ideas, headings/subheadings). demonstrate *basic* ability to take part in an audience (e.g., active listening). follow *basic* directions to complete a task (e.g., completing assignments, locating instructional materials, preparing for dismissal).	**Accessing Information:** **Comprehension** demonstrate *advanced* understanding of narrative, informational, and functional texts (e.g., story elements, characters, major ideas, headings/ subheadings).. demonstrate *advanced* ability to take part in an audience (e.g., active listening). follow *complex* directions to complete a task (e.g., completing assignments, locating instructional materials, preparing for dismissal).

[1] When using age/grade appropriate instructional materials.

	Expressing Ideas respond to prompts with *limited* ideas, organization and detail related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/expressions). demonstrate *limited* ability to engage in conversations while discussing familiar topics (e.g., remain focused on topic). Demonstrate *limited* ability to write/scribe personally meaningful names and simple words (e.g., names of family members, school related words)	**Expressing Ideas** respond to prompts with *basic* ideas, organization and detail related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/expressions). demonstrate *basic* ability to engage in conversations while discussing familiar topics (e.g., remain focused on topic). Demonstrate *basic* ability to write/scribe personally meaningful names and simple words (e.g., names of family members, school related words)	**Expressing Ideas** respond to prompts with *more complex* ideas, organization and detail related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/expressions). demonstrate *advanced* ability to engage in conversations while discussing familiar topics (e.g., remain focused on topic). Demonstrate *advanced* ability to write/scribe personally meaningful names and simple words (e.g., names of family members, school related words)

[1] When using age/grade appropriate instructional materials.

MIDDLE SCHOOL ENGLISH LANGUAGE ARTS – Supported Independence

Grade Span	Emerging	Attained	Surpassed
Middle School **General Statement**	Based on the *Supported Independence EGLCEs,*[1] a student who is **emerging toward the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Supported Independence EGLCEs,*[1] a student who **attained the performance standard** should typically, with moderate to minimal assistance, be able to…	Based on the *Supported Independence EGLCEs,***Error! Bookmark not defined.** a student who **surpassed the performance standard** should typically, with minimal to no assistance, be able to…
Middle School **Performance Level Descriptor**	**Accessing Information: Word Study** recognize a *few*: • frequently encountered/ personally meaningful words (e.g., name, address, family members) • functional words (e.g., exit, danger) • content area specific vocabulary explain the meaning of a *few* functional word/symbols s (e.g., exit, danger).	**Accessing Information: Word Study** recognize *some*: • frequently encountered/ personally meaningful words (e.g., name, address, family members) • functional words (e.g., exit, danger) • content area specific vocabulary explain the meaning of *some* functional words/symbols (e.g., exit, danger).	**Accessing Information: Word Study** recognize *many*: • frequently encountered/ personally meaningful words (e.g., name, address, family members) • functional words (e.g., exit, danger) • content area specific vocabulary explain the meaning of *many* functional words/symbols (e.g., exit, danger).
	Accessing Information: Comprehension demonstrate *limited* understanding of narrative, informational, and functional texts (e.g., story elements, characters, setting) and draw simple conclusions from written material. demonstrate *limited* ability to take part in an audience (e.g., active listening, question asking). follow *simple* directions to complete an instructional task and/or vocational assignment (e.g., locating materials, completing a classroom job).	**Accessing Information: Comprehension** demonstrate *basic* understanding of narrative, informational, and functional texts (e.g., story elements, characters, setting) and draw basic conclusions from written material. demonstrate *basic* ability to take part in an audience (e.g., active listening, question asking). follow *basic* directions to complete an instructional task and/or vocational assignment (e.g., locating materials, completing a classroom job).	**Accessing Information: Comprehension** demonstrate *advanced* understanding of narrative, informational, and functional texts (e.g., story elements, characters, setting) and draw more complex conclusions from written material. demonstrate *advanced* ability to take part in an audience (e.g., active listening, question asking). follow *more complex* directions to complete an instructional task and/or vocational assignment (e.g., locating materials, completing a classroom job).

[1] When using age/grade appropriate instructional materials.

	Expressing Ideas respond to prompts with *limited* ideas, organization and detail related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/expressions). demonstrate *limited* ability to engage in conversations while discussing familiar topics (e.g., remain focused on topic). demonstrate *limited* ability to write/dictate simple sentences using personally meaningful words (e.g., names of family members, school related words)	**Expressing Ideas** respond to prompts with *basic* ideas, organization and detail related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/expressions). demonstrate *basic* ability to engage in conversations while discussing familiar topics (e.g., remain focused on topic). demonstrate *basic* ability to write/dictate simple sentences using personally meaningful words (e.g., names of family members, school related words)	**Expressing Ideas** respond to prompts with *more complex* ideas, organization and detail related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/expressions). demonstrate *advanced* ability to engage in conversations while discussing familiar topics (e.g., remain focused on topic). demonstrate *advanced* ability to write/dictate simple sentences using personally meaningful words (e.g., names of family members, school related words)

[1] When using age/grade appropriate instructional materials.

HIGH SCHOOL ENGLISH LANGUAGE ARTS – Supported Independence

Grade Span	Emerging	Attained	Surpassed
High School **General Statement**	Based on the *Supported Independence EBs,*[1] a student who is **emerging toward the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Supported Independence EBs,*[1] a student who **attained the performance standard** should typically, with moderate to minimal assistance, be able to…	Based on the *Supported Independence EBs,*[1] a student who **surpassed the performance standard** should typically, with minimal to no assistance, be able to…
High School **Performance Level Descriptor**	**Accessing Information:** **Word Study** recognize a *few*: • frequently encountered/ personally meaningful words (e.g., name, address, family members) • functional words (e.g., exit, danger) • content area specific vocabulary explain the meaning of a *few* functional word/symbols s (e.g., exit, danger) as the appear in functional text.	**Accessing Information:** **Word Study** recognize *some*: • frequently encountered/ personally meaningful words (e.g., name, address, family members) • functional words (e.g., exit, danger) • content area specific vocabulary explain the meaning of *some* functional word/symbols s (e.g., exit, danger) as the appear in functional text.	**Accessing Information:** **Word Study** recognize *many*: • frequently encountered/ personally meaningful words (e.g., name, address, family members) • functional words (e.g., exit, danger) • content area specific vocabulary explain the meaning of *many* functional word/symbols s (e.g., exit, danger) as the appear in functional text.
	Accessing Information: **Comprehension** demonstrate *limited* understanding of narrative, informational, and functional texts (e.g., story elements, characters, setting) and draw simple conclusions from written material. demonstrate *limited* ability to take part in an audience (e.g., active listening, question asking). follow *simple* directions to complete an instructional task and/or vocational assignment (e.g., locating materials, completing classroom job).	**Accessing Information:** **Comprehension** demonstrate *basic* understanding of narrative, informational, and functional texts (e.g., story elements, characters, setting) and draw basic conclusions from written material. demonstrate *basic* ability to take part in an audience (e.g., active listening, question asking). follow *basic* directions to complete an instructional task and/or vocational assignment (e.g., locating materials, completing classroom job).	**Accessing Information** **Comprehension** demonstrate *advanced* understanding of narrative, informational, and functional texts (e.g., story elements, characters, setting) and draw more complex conclusions from written material. demonstrate *advanced* ability to take part in an audience (e.g., active listening, question asking). follow *more complex* directions to complete an instructional task and/or vocational assignment (e.g., locating materials, completing classroom job).

[1] When using age/grade appropriate instructional materials.

Expressing Ideas	Expressing Ideas	Expressing Ideas
respond to prompts with *limited* ideas, organization and detail related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/expressions).	respond to prompts with *basic* ideas, organization and detail related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/expressions).	respond to prompts with *more complex* ideas, organization and detail related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/expressions).
demonstrate *limited* ability to engage in conversations while discussing familiar topics (e.g., remain focused on topic).	demonstrate *basic* ability to engage in conversations while discussing familiar topics (e.g., remain focused on topic).	demonstrate *advanced* ability to engage in conversations while discussing familiar topics (e.g., remain focused on topic).
demonstrate *limited* ability to write/dictate complete sentences using personally meaningful words (e.g., names of family members, school related words)	demonstrate *basic* ability to write/dictate complete sentences using personally meaningful words (e.g., names of family members, school related words)	demonstrate *advanced* ability to write/dictate complete sentences using personally meaningful words (e.g., names of family members, school related words)

[1] When using age/grade appropriate instructional materials.